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ABSTRACT

This document consists of a project report and tutor activities book from a project that was conducted for tutors associated with the Crawford County, Pennsylvania, READ Program. The project report describes how the commercial publications currently being used as tutor resource materials were examined to identify strategies appropriate for adult learners. Next, 10 literacy projects across Pennsylvania were surveyed to determine the most successful techniques for teaching adult literacy students. The strategies and techniques identified during the review and survey were rewritten to correspond with the READ program's current tutor training manual. Strategies and techniques were grouped under three headings (comprehension, vocabulary, and decoding), and individual activities were coded to indicate their appropriateness for visual, auditory, and tactile/kinesthetic learners. Copies of the tutor resource activities book were printed for dissemination to active READ tutors and the appropriate Pennsylvania programs/agencies. The tutor's book contains the following: general teaching tips and tips for teaching visual, auditory, and tactile/kinesthetic learners; nine comprehension activities; six vocabulary development activities; nine decoding activities; and appendixes consisting of teaching tips and word/abbreviation lists. (MN)

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TUTOR RESOURCE ACTIVITIES BOOK

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July 1, 1995 - June 30, 1996

Crawford County Literacy Council, Inc.
966 1/2 Park Avenue
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Project # 99-6006

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ABSTRACT PAGE

Title: TUTOR RESOURCE ACTIVITIES BOOK

Project No.: 99-6006 Funding: $4,987

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Purpose: The purpose of this project was to research and write a Tutor Resource Activities Book to be used by all current and future tutors associated with the Crawford County READ Program. Tutors needed a resource that would supply suggestions when teaching specific reading skills. This book provides many techniques in the areas of comprehension, vocabulary development and decoding that correspond to specific learning styles in the adult learner.

Procedures: To meet this goal, the following procedures were implemented:

An investigation of current commercial publications which are used as resource material for strategies was made. Strategies were upgraded so that techniques are appropriate for the adult leaner.

A survey of literacy projects across Pennsylvania was conducted in order to uncover their most successful techniques used with adults.

The techniques and strategies were written to correspond with the current Tutor Training manual used at READ.

Two hundred twenty-five copies were printed and copies were distributed to active READ tutors, the Bureau of Adult Basic and Literacy Education Programs, AdvancE, and the Western Pennsylvania Adult Literacy Resource Center.

Comments: The Tutor Resource Activities Book, completed by the READ Program, is a valuable asset to our tutors or anyone working with adult learners. This book is full of time tested techniques that work, as well as descriptions of the different learning styles and methods of teaching to those styles. The techniques are coded as to which learning style would benefit most from it's use. It will prove invaluable to our tutors.

Products: Tutor Resource Activities Book

FINAL REPORT - SPECIAL PROJECT # 99-6006

TUTOR RESOURCE ACTIVITIES BOOK

Crawford County Literacy Council, Inc.

July 1, 1995 - June 30, 1996

INTRODUCTION

The purpose of this project was to develop a Tutor Resource Activities Book to be used by active tutors of the Crawford County READ Program. The main objective for the development of this book was to give READ tutors a resource of tried and true teaching techniques, in the areas of vocabulary, decoding, and comprehension, that correspond to specific learning styles, and follow the layout of our training manual.

Over the past two years the READ Program has written and published its own Tutor Handbook and a Tutor Trainer's Manual. Both were designed to meet the needs of our local population as well as target specific areas the training team felt lacking in current commercial material. Because we ascribe to an eclectic approach in the teaching of reading, rather than a singular style, it was necessary to develop broad based tools of instruction for tutors to use with new readers. Research has shown that because of the difference in learning styles, teaching methodologies need to be adjusted in order to meet the specific needs of individual learners.

READ serves adults whose success in school was limited. In order to provide the necessary instruction for the learners, the material not only needs to be targeted to their learning styles, but also provide a wide variety of techniques and ideas in order to motivate and keep the interest of the adult learners. During the

initial twelve hour Tutor Training workshop conducted by the READ staff, basic information concerning literacy as well as ways to enhance comprehension, develop vocabulary, and provide decoding skills are addressed. This workshop gives the tutor the initial skills to begin instruction with the learner. After a limited time tutors discover the need for additional techniques that will aid in their teaching of reading. Tutors had expressed a need for a greater variety of "hands on" techniques that can be used with learners to stimulate interest, make lessons more meaningful, and provide the motivation necessary so that learners do not become discouraged and lessons become mundane.

The training team for READ tutors researched publications and collected ideas from tutors, learners and professionals in the field of education in order to find new and innovative means of instructions. Many publications on the market for "idea books" are geared to school-aged children. The Training Team and Program Coordinators found it necessary to provide techniques, and "how to's" that would provide learner centered instruction specifically developed with the adult student in mind. A review of projects currently at the Western Pennsylvania Adult Literacy Resource Center showed no project with the vision and intent of this particular endeavor.

The development of the project began in July of 1995 with research collection and continued into June of 1996 with completion of the Tutor Resource Activities Book.

The staff participating in this project included Jane Martin, Program Coordinator and Reading Specialist, Patricia Reynolds and

Lisa Schmalzried, Assistant Coordinators. They are staff members of the Crawford County Literacy Council, Inc.. The work was done on a cooperative basis with all of them researching, writing, field testing and evaluating the product.

This project would be valuable to all program administrators, coordinators, training teams, and tutors. Funding for this project was made available through the Bureau of Adult Basic and Literacy Education, Pennsylvania Department of Education, 333 Market St., Harrisburg, Pa. 17126-0333. Permanent copies of this report will be filed at AdvancE, PA Department of Education, at the above address and at the Western PA Adult Literacy Resource Center, 5347 William Flynn Hwy. Rt. 8, Gibsonia, PA 15044-9644.

BODY OF THE REPORT

A. STATEMENT OF THE PROBLEM

The training of volunteers is of primary importance to the READ staff. It is our belief that the quality of instruction offered is directly proportional to the quality of training and resources available to the tutors. The development of the Tutor Resource Activities Book, to be used by our tutors, assures that READ tutors have techniques that work available at their fingertips; and learners in our program will be getting the best instruction possible.

B. GOALS AND OBJECTIVES

The goal of this project was to develop a resource of teaching techniques in the areas of comprehension, vocabulary development and decoding, that correspond to specific learning styles and follow the layout of our tutor training manual. To meet this goal, the

following objectives were determined:

1) Investigate current commercial publications which are used as resource material for strategies and upgrade the material so that is is appropriate for adult use.

2) Conduct a survey of a minimum of ten literacy projects across Pennsylvania in order to receive input as to their most successful techniques used with adult learners.

3) Write the techniques and strategies to correspond with the current Tutor manual that is in use by READ tutors. The broad based areas to be addressed will be comprehension, vocabulary development, and decoding. Each of these three areas will be subdivided into specific skills for each category.

4) Print and duplicate 200 copies for use by READ tutors. Print 25 more copies as resources for other interested literacy programs and to comply with the Pennsylvania Department of Education requirements for the final report.

C. PROCEDURES EMPLOYED TO STUDY OR ATTACK THE PROBLEM

The program coordinators investigated and reviewed current commercial materials gleaning ideas and techniques from a wide variety of sources that was appropriate for use with adult learners. When necessary, rewriting and revising took place in order to give the technique an adult appeal. The expertise of both READ coordinators was used as input for proper teaching practices used with adult learners. A state wide survey was conducted by contacting a minimum of ten literacy programs asking for submissions of their most successful practices and activities, used with adult new readers. Upon compilation of many techniques and activities the READ

coordinators arranged the data so that it correlated with the current tutor handbook. The initial copy of the Activities Book was then reviewed by the Tutor Training team from READ for evaluation and feedback. The final editing took place and the Activities Book was printed and bound in a manner that allow for continued additions and up gradings.

D. & E. MEETING THE OBJECTIVES

Objective 1: Investigate current commercial publications which are used as resource material for strategies and upgrade the material so that it is appropriate for adults.

READ coordinators researched a host of commercial materials containing reading strategies from a wide variety of sources. They collected, revised, rewrote and upgraded until they were satisfied the techniques would be appropriate to the adult learner, as well as interesting, motivating, and something that was proven to work.

Objective 2: Conduct a survey of a minimum of ten literacy projects across Pennsylvania in order to receive input as to their most successful techniques used with adult learners.

Seventy-five letters were sent out by READ, to literacy councils across Pennsylvania, in search of methods that work with adult learners. Twelve responses were received and considered for inclusion in the book.

Objective 3: Write the techniques and strategies to correspond with the current Tutor manual that is in use by READ tutors. The broad based areas to be addressed will be comprehension, vocabulary development, and decoding.

Each of these three areas will be subdivided into specific skills for each category.

After techniques were gathered and decided on which would be included, they were rewritten and grouped into the three headings: comprehension, vocabulary development and decoding, with a section specifically about learning styles, and appendices. This corresponds to our Tutor Training handbook and topics covered in our Tutor Training workshops.

Objective 4: Print and duplicate 200 copies for use by READ tutors. Print 25 more copies as resources for other interested literacy programs and to comply with the Pennsylvania Department of Education requirements for the final report.

Two hundred twenty-five copies were printed. Programs interested in obtaining a copy of the Tutor Resource Activities Book may request their copy by contacting The Crawford County READ Program, 966 1/2 Park Avenue, Meadville PA 16335. Copies will be distributed on an availability basis.

F. EVALUATION

The evaluation of this project was based on the goals and objectives set forth in the writing of this grant, the final product produced by the staff at READ, as well as the critiques and opinions of other professionals that have evaluated the Tutor Resource Activities Book. Positive feedback from the tutors using this book has been the true evaluation tool.

G. DISSEMINATION

The Tutor Resource Activities Book will be distributed to all on

board tutors as well as newly trained tutors in the READ Program. A copy will be sent to those literacy councils who submitted ideas, AdvancE, the Bureau of Adult Basic and Literacy Education Programs, and the Western PA Adult Literacy Resource Center.

Crawford County READ Program

Tutor's Resource Activities Book

A Section 353 project of the Pennsylvania Department of Education,
Bureau of Adult Basic and Literacy Education

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Crawford County Literacy Council, Inc.

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June 1996

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Crawford County READ Program

Tutor's Resource Activities Book

A Section 353 project of the Pennsylvania Department of Education,
Bureau of Adult Basic and Literacy Education

Project # 99-6006, 1995-1996

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This book is the result of a project developed by the Crawford County Literacy Council, Inc., under support from the U.S. Department of Education through the Pennsylvania Department of Education, Department of Adult Basic and Literacy Education. However, the opinions expressed herein do not necessarily reflect the positions or policies of the U.S. Department of Education or the Pennsylvania Department of Education, and no official endorsement should be inferred.

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Crawford County Literacy Council, Inc.

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June 1996

Dear Tutors,

Our goal in The Tutor's Resource Activities Book was to compile easy to use, hands on techniques for tutors to use with adult learners.

*We tried to categorize these techniques under the main areas in the reading process — **Comprehension, Vocabulary,** and **Decoding.** We found that many of these techniques overlapped and could not just be placed into one category. As a tutor using this booklet, be aware that one technique may work in many areas.*

*Next to most techniques you will find a label of **V, A,** or **K.** These correspond to the learning styles of **Visual, Auditory,** and **Kinesthetic.** It was difficult to label a specific learning style to the techniques used, as thse aeas overlapped also. We chose to label the strongest learning style. Not all techniques are coded. We have coded those that would work well with a learner showing strong tendencies toward a specific learning style. Remember, the more senses involved in the learning process, the greater the intensity of learning.*

Many times only a sample of a technique is given. Do not only use the sample but create similar ones of your own, using material that your learner is currently working with.

As always we encourage our tutors to "use what works" and we encourage you to use what works for you and your learner from this book of tips.

Best wishes,
The READ Staff

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Teaching to Learning Styles

Learning is accomplished through the five senses. It is through these senses that impressions, which result in learning, are made on the brain. **The more senses involved in the learning process, the greater the intensity of learning.**

Everyone has their own learning style, where one sense is stronger than the others. We need to keep this in mind when we work with our learners. They each have their own needs and unique way of learning. There is no substitute for a caring tutor. Dare to abandon traditional methods and use what works with your learners.

Following are listed techniques for using with the three learning styles: Visual, Auditory and Tactile/Kinesthetic. We urge you to refer back to them time and again until you are comfortable with their differences and are able to incorporate them into your tutoring sessions. *Please note:* ***Not all of these techniques will work with all learners. Please experiment and find the ones that will work with your learner.***

GENERAL TECHNIQUES

1. Present information in small manageable steps.
2. Structure activities.
3. Provide frequent feedback.
4. Prepare handout in typewritten form.
5. Teach new materials in concrete ways (give examples).
6. Teach organizational skills such as color coding and filing.
7. Relate new materials to student's everyday life (something already known).
8. Discuss and study new vocabulary words before they appear in the instructional material.
9. Experiment with the use of large print.
10. Use graph paper to help with letter spacing in writing.
11. Provide outlines for lessons on new material.
12. Prepare students for changes in routines.
13. Teach students to proofread for each other.
14. Rephrase questions both during discussions and on exams.
15. Make frequent eye contact.
16. Set up instructional space away from distractions (away from the door, windows, or heating/air conditioning units).
17. Encourage student questions.
18. Restate information on test questions in a variety of ways.
19. Use a sheet of colored transparency material to change the contrast between ink and paper on duplicated materials.
20. Teach and encourage the use of mnemonics (devices for memorizing information).
21. Be well prepared for each session.
22. Use untimed tests.
23. Use multiple choice tests.

VISUAL LEARNERS

Observations

1. Often do better when you show rather than tell them. May have difficulty getting directions orally.
2. Have the tendency to watch your face intently when they are read or spoken to.
3. Like to look at books and pictures; often enjoy working with puzzles.
4. Like things orderly and neat. Often dress in an attractive manner.
5. Can generally find things that are lost and seldom misplace their own things.
6. Often can recall where they saw something some time ago.
7. Notice details. Good proofreaders; see typing errors; notice if your slip is showing.
8. Can find pages and/or places in a book quite easily.
9. Often draw reasonably well — at least with good balance and symmetry.
10. May use minimal words when responding to questions.
11. May often have auditory problems such as difficulty remembering the alphabet unless starting from the beginning. May reproduce sounds and syllables in odd ways while exhibiting speech difficulty. May have trouble hearing other languages and producing unfamiliar sounds.

Teaching Methods

1. Use graphics to reinforce learning.
2. In math, encourage the use of a number lines and ruler.
3. Use color coding.
4. Write directions for assignments.
5. Use a "highlighter" to call attention to key words or phrases, especially during testing.
6. Teach the use of alternative notetaking systems such as outlining, graphing, flow charting and diagramming.
7. Use flash cards and wall visuals.
8. Use a mirror in speech training, and use rulers and number-lines to develop concepts of numbers and number skills.
9. Form a mental picture of words or facts to be mentioned.

Teaching Adjustments

1. Take out visual distractions whenever possible
2. Use seek and find puzzles and concentration games.
3. Put a heavy line around worksheet items to help students attend to one item at a time.
4. Give the student a marker to highlight items of importance.
5. Allow the student to point if necessary.
6. Have the student work in a cleared area.
7. Allow the individual to work on one sheet at a time rather than handing the student several papers at once.
8. Try not to stand in front of a cluttered background when teaching.
9. Give one step of an assignment at a time.
10. Use solid card with no lines for place keeping and/or highlight the upper edge.

AUDITORY LEARNERS

Observations

1. Remembers spoken words or ideas quite well. May answer better when questions are read to him/her than when they read themselves.
2. Likes musical and rhythmic activities and records.
3. Sometimes memorizes easily; often knows all the words to songs.
4. Is often a talker; having a large vocabulary.
5. Has a poor visual memory.

Teaching Methods

1. Teach them to talk through the steps in a task or activity.
2. Encourage them to spell out loud so they can hear the letters.
3. Say the syllables out loud when attacking words. Point to written words.
4. Encourage them to think out loud and listen to what they are saying.
5. Encourage oral reporting.
6. Name (say) the punctuation marks when learning to read orally, for awareness.
7. Utilize tape-recorded instruction for information and/or examination.
8. Use lots of audio equipment in the learning process.
9. Pair the individual with a visual learner.

Teaching Adjustments

1. Take out as much noise as possible.
2. Find a quiet place for the student to work.
3. Very soft music background may be used, but definitely not bouncy music.
4. As a teacher, do not talk too much so as to distract the learner.
5. Use as few words as possible.
6. If you repeat, use the same words.
7. Speak directly to the individual.
8. Make use of ear phones and tape recorders to help cut out the distraction of other noises.
9. Read to your learner.
10. Trace difficult-to-learn words.

TACTILE/KINESTHETIC LEARNERS

(Tactile relating to touch and kinesthetic to movement.)

Observations

1. Learns best by doing and exploring the environment.
2. Enjoys doing things with his/her hands. Likes to take things apart. Likes to put things together.
3. May truly enjoy writing things down.
4. Utilizes concrete objects as learning aids, especially those that can be manipulated easily.

Teaching Methods

1. Use hands-on activities.
2. Use simulation and board games.
3. Allow for frequent breaks from studying.
4. Change activities frequently.
5. Touch students on the arm or shoulder to re-focus attention.
6. Trace letters and words to learn spelling.
7. Use the computer (i.e. word processing spell checks).
8. Memorize or drill for rote learning while walking or exercising.
9. Provide opportunities for touching and handling instructional materials (manipulatives).
10. Use a calculator or abacus in math.
11. Use index cards rather than notebooks for notetaking.
12. Use movement exploration. Use a ruler or other device as a number line to learn to count, add, subtract.
13. Have them tap numbers, syllables and tempo.
14. Use learning aids such as sandpaper for tracing and felt markers for reinforcement.
15. Use all the concrete, manipulative devices possible in the teaching/learning mode.
16. Employ role playing where possible.
17. Let them "assist" you in creating learning aids.

Teaching Adjustments

1. Use pictures to help establish associations, whether in area of words, numbers or meanings.
2. Attach verbal labels whenever possible.
3. Use visual-auditory, tactile, kinesthetic methods for teaching writing.
4. Allow for planned times for movement and break and reorganization of classroom space.
5. Change activities frequently.
6. Underline the first letter in a word.
7. Trace first letter.
8. Use an L-shaped marker.
9. Pen green arrows across a line of print to focus attention.
10. Use graph paper.

Comprehension

Are You Promoting Reading for Comprehension?
A Guide for Self-Evaluation

TEACHER BEHAVIORS

Directions and Questions during Guided Reading

___ 1. Helps learner relate what they already know to material about to be read.
___ 2. Encourages learner to formulate their own questions about the material to be read.
___ 3. Gives an opportunity for the learner and tutor to share ideas about the subject.
___ 4. Notes illustrations, titles, chapter headings, and charts/graphs, and uses them to make predictions about the reading.
___ 5. Has reader compare actual content with their predictions without an emphasis on "right answers."
___ 6. Asks learner to restate material in their own words after they have finished reading the selection. (Instructions for retelling are given before the adult reads.)
___ 7. Encourages silent reading.
___ 8. Encourages student to compare characters and events in a story with people and situations they know about.
___ 9. Asks learner to create original endings to stories. (Endings may be oral or written.)
___ 10. Tutor asks questions that require reflection and multiple possible answers.

Corrections

___ 11. Provides opportunity for self-correction by learner.
___ 12. Encourages risk taking, or reasonable guessing by the student.
___ 13. Asks guiding questions when students do not self-correct, such as: "Does that make sense?" "Does that sound right?" "What would make sense and sound right to you?"
___ 14. Encourages the reader to skip unknown parts and use the context to help them determine the missing part.
___ 15. Instructor accepts miscues which do not alter the basic meaning, including dialect related miscues.

Instructional Activities

___ 16. Provides opportunities for reading and writing that are useful and functional for the learner at the time of the activity.
___ 17. Draws from the interests and goals of the learner to plan the lesson.
___ 18. Relates reading to writing so that learner sees interrelationships.
___ 19. Encourages the learner to write or dictate and then uses the writings as a stepping-stone to read what they wrote.
___ 20. Reads aloud, duet reads, from many different types of material.

Student Evaluation

___ 21. Keeps in mind the goals of the learner when planning lessons.
___ 22. Asks the learner for feedback about particular lessons. Was the learner satisfied with the lesson?
___ 23. Evaluates each lesson, constantly looking for ways to make instruction more valuable to the student.
___ 24. Sends in monthly reports to the READ office in a timely manner.

STUDENT BEHAVIOR

Behaviors during Reading Instruction

____ 1. Skips unknown words or parts of text in order to pursue the overall idea.
____ 2. Makes tentative guesses about words, based on context and other clues.
____ 3. Makes miscues which make sense.
____ 4. Self-corrects miscues which alter the meaning or don't make sense.
____ 5. Evaluates own reading with comments such as "That doesn't make sense" or "That doesn't sound right."
____ 6. Rereads to self-correct or to recheck what was said.
____ 7. Offers interpretations, opinions, and predictions about content.
____ 8. Sets own purpose for reading.

THE ENVIRONMENT

Materials and Equipment Provided for the Student

____ 1. Wide variety of materials for students to touch, explore, read, and write about.
____ 2. Things to read from daily life, such as food packages, recipes, games with directions to follow, street signs, newspapers.
____ 3. Problems to solve which require reading, such as assembling a toy, using an appliance, following directions on a recipe.
____ 4. Means for on-going written communication.

Materials Created by the Student

____ 5. Student's work involving their thinking about reading selections.
____ 6. Examples of student's work which still contains errors with few or no teacher editing. (To be used as a stepping-stone for needed skills.)
____ 7. Daily journal writing, creative expression, daily survival writing (notes to child's teacher), along with common forms (applications for a magazine, a questionnaire, claim check, library card request, etc.)

BEFORE READING ACTIVITIES

1. **Free Association:** Pick a passage to read. What is the title? How many things do you think of when you read that title? For instance, if it is a news article about the pumpkin crop this year, you would ask what comes to mind when you hear pumpkin. You then write down words the learner comes up with (pie, patch, Halloween, Jack-o-lantern, orange, harvest, Thanksgiving, etc.). You are bringing their experiences forward and focusing them on the subject. They, in turn, will comprehend the passage better simply because you got them thinking about the subject.

2. **Probable Passages:**

   a. Select important terms and concepts from the story that is to be read.

   b. Have the student categorize them according to the story elements of characters, problem, events, and resolution. Use a story frame to do this. (*They guess what the story will be about.)

   The story takes place _____.
   _____ is a character who _____.
   A problem occurs when _____.
   After that _____.
   The problem is solved when _____.
   The story ends when _____.

   c. Have the student read the story and compare it to the version they predicted.
   *This story frame can also be used to summarize a story. You can write different endings and have the learner choose one. Read the story and see if they chose the correct one.

3. **Reciprocal Questioning:** Read a paragraph or a few sentences of a passage. Have the learner ask you anything about what was read. You answer in proper sentences. When they run out of questions, you ask them questions about the same material, only you ask higher level questions . . . interpretive and evaluative (see attached sheets). After doing this a while, your learner should pick up on what what is going on and begin to ask you higher level questions.

4. **Skimming:**

   1. Read the title.
   2. Read the first paragraph or section.
   3. Read the headings and subheadings.
   4. Look at all visual aids such as pictures, maps, graphs, charts, etc.
   5. Examine the words in boldface print or italics.
   6. Read the concluding paragraph or summary.

5. **Set a Purpose for Reading:** We as good readers do this automatically. Teach them to do it themselves, by modelling it first. Give them the purpose for the reading. It doesn't have to be an earth moving reason, ex., to find out where honey bees live, or how warm it gets in Alaska in the summer, etc.!

6. **Make Predictions:** Pull out some word from the story, or use the title and ask them what they think the story will be about. We, as good readers, are always making predictions and changing them over the course of our reading. Poor readers often stop if their predictions are not true. Teach them to change them and go on.

DURING READING GOOD READERS WILL:

a. Ignore small problems and move on.
b. Adjust their rate of reading (science is read more slowly than Danielle Steel.).
c. Delay judgment (keep reading before forming an opinion).
d. Hypothesize about words, sentences, and paragraph meanings.
e. Reread the current sentence or previous text.
f. Seek an expert source for clarification.

AFTER READING:

a. Summarizing the text: briefly aloud or written

b. REAP Technique

READ: Students read the text

ENCODE: Students write or dictate a retelling of the selection

ANNOTATE: Students condense the retelling into a summary

PONDER: Students consider the importance of the ideas in the selection

This makes them think. For 7th-8th grade reading level.

EVALUATE THE TEXT:

- Determine the author's purpose and viewpoint
- Distinguish fact from opinion
- Distinguish fantasy from reality
- Determine validity
- Detect propaganda techniques
- Judge literary quality
- Make value judgements

THE ART OF QUESTION ASKING

Question asking is an art! When done properly, it can be a great aid to comprehension. Question asking should be done before, during, and after reading a selection. Different levels of questions allow us to think at the basic concrete level through the more abstract evaluative level.

Tutors need to encourage and teach their students to ask all three levels of questions. Tutors can do this by being a good model for their learner when questioning them about something that has been read.

Higher levels of thinking occur when students are asked questions at the applied and evaluative levels.

Types of Questions

Factual - These are the questions that are asked when you want to recall information. The answers are stated point blank in the text. This is the simplest and lowest form of question asking.

Interpretive - These questions ask us to think and read "between the lines." The answers are not directly stated, but they are inferred within the passage.

Evaluative - These questions require the most thinking. These are the questions that tutors should ask and model for their students. Evaluative questions take the information that has been learned in the text and ask the reader to apply the knowledge to his/her own personal life or feelings.

QUESTIONS FOR FACTUAL RECALL

WHAT . . .
What is/was _____
What was the first _____
What was the next _____
What was the last _____
What did/does _____
What has _____
What happened when _____
What happened before _____
What happened after _____
What happened first _____
What does the word _____

WHEN . . .
When did _____
When is/are/was _____
When can _____
When does _____
When should _____

CAN YOU . . .
Can you remember who _____
Can you remember what _____
Can you remember when _____
Can you remember where _____
Can you remember why _____
Can you remember how _____
Can you tell me _____
Can you name the first _____
Can you name the first three _____
Can you list _____

WHO . . .
Who is/are/was/were _____
Who went _____
Who left _____
Who said _____
Who saw _____
Who did not _____
Who found _____
Who gave _____
Who had _____
Who let _____
Who told _____
Who tried to _____
Who in the story _____

WHERE . . .
Where is/are/was _____
Where did _____
Where in the story _____
Where else _____

HOW . . .
How was _____
How did _____
How many _____
How far _____
How long _____

QUESTIONS FOR CRITICAL REASONING

WHY . . .
Why is/are/was/were _____
Why do/did/does _____
Why do you think _____
Why didn't _____
Why would/wouldn't _____
Why couldn't _____
Why should/shouldn't _____
Why must _____

I WONDER . . .
I wonder why _____
I wonder if _____
I wonder when _____
I wonder how _____
I wonder how much _____
I wonder how often _____
I wonder when _____
I wonder who _____
I wonder which _____
I wonder if it's true that _____
I wonder what would happen if _____

CAN YOU . . .
Can you figure out _____
Can you explain _____
Can you compare _____
Can you summarize _____
Can you take a guess _____
Can you decide _____

WHEN . . .
When did you realize _____
When did you learn _____
When did you decide _____
When did you begin to feel _____

DO YOU . . .
Do you think _____
Do you remember _____
Do you know why _____
Do you feel _____
Do you believe _____

DID YOU . . .
Did you think _____
Did you like _____
Did you know _____
Did you learn anything new about _____
Did you understand _____
Did you ever _____

WHAT . . .
What was your favorite _____
What did you like about _____
What didn't you like about _____
What was your least favorite _____
What is your opinion _____
What if _____
What would happen if _____
What should _____

HOW . . .
How is/are/was/were _____
How did you _____
How does _____
How should _____
How many other ways _____
How would you _____
How will _____
How could _____
How would you feel if _____

CLOZE EXERCISE

The cloze technique is used with learners to encourage the use of their background knowledge and context clues to fill in missing words. Learners read passages in which some words have been omitted. By using their experiences and the existing context clues, they will feel comfortable making intelligent guesses to make the passage comprehendable. (Note: this activity can be done orally with poor readers.)

Suggestions for Creating Cloze Exercises

1. Select passages that are relevant to your learner.
2. Leave the first sentence intact.
3. Begin deleting words – either systematically such as every 5th or 7th word, OR purposely, such as all nouns or verbs.
4. Leave enough space on the deletion line to write in missing words.
5. Show them how to do the exercise – especially by reading ahead in the passage to find meaning.
6. A learner can think of his own words to put in the blanks.

   Example: Mary would like _____ clean up the neighborhood to _____ it a better place to _____ . She must be running _____ mayor of the city. _____ she runs for mayor, she _____ to win because the city's in a _____ .

   OR

7. The tutor can supply him with a list of words to work from.

   Example: jumped threw kicked read napped fell shook bathed

   a. Birds _____ in the puddle after it rained.
   b. The lazy bear _____ under the tree.
   c. While being milked the cow _____ .

   OR

8. Only the consonants can be given and the learner puts in the vowels.

   Example: They flew away in a pl_n_ .
   He had a t_p_wr_t_r on his desk.

   OR

9. First and last letters of words are given.

   Example: He had a t_____r on his desk.
   They flew in a p_____e .

   OR

10. Only the first letter is given.

    Example: He had a t_____ on his desk.
    They flew away in a p_____ .

11. Do not penalize a learner for misspelling.
12. Try cloze exercises a couple of times a month with your learner.

REASONS FOR READING
(Alternative Reading Materials)

The following is a list of some SPECIFIC reasons an adult may have to improve his reading ability. Perhaps this list will give you and your learner another avenue to reading for a reason!

Advertisements from newspapers, magazines, or catalogues
Airline, bus, or train schedules
Banking, money orders, check writing
Bible
Book jackets
Bulletin boards
Calendars, clocks
Catalogues
Classified sections of magazines, newspapers, weeklies
Children's books
Church bulletins
Comics
Coupons
Credit applications
Directions from models, experiments, children's toys
Directories
Driver's manual
Emergency numbers
Excerpts from articles, stories, essays
First aid
Food stamps
Fortune cookies
Game directions and rules
Greeting cards
Grocery ads
Headlines
Hobby books
Homework
Horoscopes
Hymnals
Indexes
Insurance policies
Invitations
Jokes
Labels from clothes, food, appliances, furniture
License plates
Letters
Lunchroom signs
Lyrics of favorite or familiar songs
Magazines
Mail
Manuals
Maps
Medicare forms
Medicine bottles
Menus
Movie information
Museum brochures
Newspapers
Neighborhood notices
Obituaries
Packages
Pamphlets
Passports
Periodicals
Pet material
Postcards
Plays posters
Price tags
Programs
Puzzles
Questionnaires
Recipes, cookbooks
Real estate signs
Riddles
Sales slips, receipts, contracts, leases
Schedules of school events, community happenings
Sewing patterns
Shopping list
Signs
Slogans for elections, campaigns, groups
Snack bar signs, menus
Sports material
Tax forms
TV guide
Telegrams
Telephone book
Theater programs, tickets, advertisements
Thesaurus
Tickets
Toy directions
Travel brochures
Voter registration
Warranties
Weather reports
Wedding announcements
Wills
Word games
Zoo signs

CRITICAL READING

V A K

Directions: Read each sentence and follow the directions that come after each one.

The robbers rushed into the dark cave.

1. Draw a rectangle around the four words that tell where they went.
2. Who went into the cave? Draw a circle around the word that tells.
3. Cross out the word that tells how they went in.

The white snow finally stopped, and the forest turned deep green again.

1. Circle the two words that tell colors.
2. Underline the two words that tell what these are colors of.
3. What did the snow do? Cross out the word.

SEQUENCING

V K

Directions: Read each line in a series. Then number them in the sequence you think is logical.

1. _____ Water the young plants
   _____ Harvest the corn
   _____ Purchase corn from the market
   _____ Till the soil
   _____ Deliver corn to the market
   _____ Plant the seeds

2. _____ Peel and enjoy
   _____ Hide the eggs
   _____ Dye them
   _____ Hens lay eggs
   _____ Hard boil them
   _____ Hunt for eggs

*Cut these phrases apart for the tactile/kinesthetic learner to manipulate them.

Vocabulary Development

Vocabulary Development

In working with a student who has a fair grasp of reading and spelling, but great difficulty pronouncing words, the following exercises prove most helpful.

1. Make several lists of words having one syllable in common, such as per, ment, com, but in different positions in the words. Before class make a tape of these words as they should be pronounced. In class, pronounce the word and have the learner try to duplicate it, sound by sound, then as a complete word. Send the tape home so learner could check his progress in getting the right sound. **A**

2. For certain sounds that the learner confuses (r and l, str and scr), have him put his hands on his throat to feel where the correct sound is coming from. **K**

3. In words beginning with S plus another consonant that are very difficult for the learner to pronounce, work on these by having him continue to make the S sound as long as necessary until he could form the next sound. sssssssssssssss-trip eventually became the word strip. **A**

4. If the learner does not seem able to generalize and apply what he learned to new words, ask him to listen as you read a word and then write down, not the correct spelling, but the SOUNDS that he hears. **A**

COMPOUND WORD LISTS will help to increase a learner's vocabulary because: **V**

1. The words are common to the learner.
2. They contain smaller words that the learner may already know.
3. A compound word is longer, it will build confidence in the learner, and help to reduce fear of large words.
4. Compound words contain contextual clues and are more concrete in nature.
5. New visual patterns are used with compound words, for example, backyard.
   A learner scans the whole word looking for parts he knows.
   A learner reads "yard" "back" = backyard.
6. They will learn to read larger words through the use of shorter ones.

EXERCISES TO DO WITH COMPOUND WORD LISTS:

1. Simply read a set number of compound words each time, depending on the learner's ability. Just read for confidence.
2. Read the compound word backwards, for example, "fireworks" is read "worksfire."
3. Make simple sentences using compound words.
4. Discuss the meanings or multiple meanings of these words.

COMPOUND WORD LIST:

anyone	uplift	supermarket
weekend	pacemaker	shadyside
lifetime	elsewhere	upside
cannot	baseball	fireworks
together	become	became
crosswalk	basketball	superstructure
moonlight	football	railroad
anybody	weatherman	throwback
meantime	earthquake	everything
sometimes	also	backward
butterflies	upstream	nowhere
fireflies	because	somewhere
something	another	somewhat
anyone	today	himself
inside	themselves	playthings
therefore	supergiant	homemade
without	backbone	scapegoat
honeymoon	bootstrap	toothpick
dishwasher	household	township
popcorn	airplane	pickup
bookcase	babysitter	saucepan
bluefish	hamburger	honeydew
thunderstorm	spokesperson	widespread
hometown	commonplace	moreover

USING THE DICTIONARY AND THESAURUS V K

Many times a tutor says "look it up in the dictionary" when an unfamiliar word is discovered in the learner's lesson.

A more interesting approach is to form questions — give them something to look for and think about while doing the mechanics of alphabetical location in the dictionary. (Remember to teach how to use a Thesaurus. At times its use might be quicker than a dictionary.)

Examples:

1. How is a flume like a gorge?
2. Is a codling a small fish?
3. Can you ride in a smock?
4. How is mother related to vinegar?
5. Would you ever use a kirtle?
6. How is a skiff like a lugger?

. . . . . .

Give your learner a list of nouns. Ask him to categorize them into different columns.

Example:

canal	record	instrument	stream
drum	steamer	pond	freighter
concert	whistle	schooner	carriage
river	gulf	tambourine	surrey
guitar	jukebox	violin	xylophone
creek	elevator	sea	junk

RIDE IN IT	SWIM IN IT	LISTEN TO IT

YOU DECIDE

V K

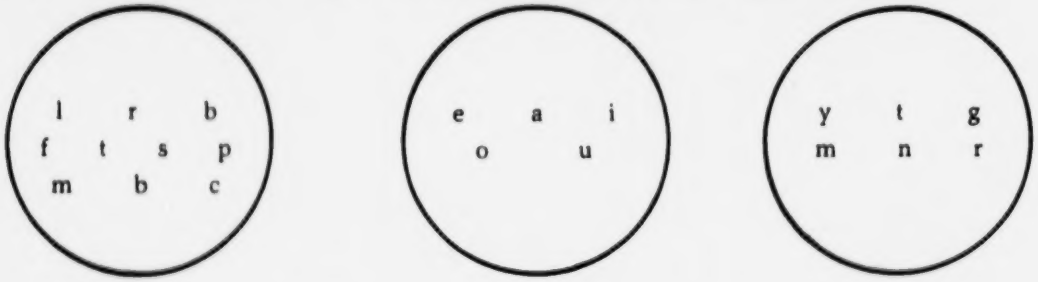
Directions: Read the phrases below. Decide if each phrase tells who, what, when, where, or how. Sometimes a phrase will describe two answers. Place a (✓) in the boxes for your answer.

	WHO	WHAT	WHEN	WHERE	HOW
1. On the sunny side					
2. The first-grade boy					
3. Winds and high water					
4. Yesterday at sunrise					
5. Turn very slowly					

• • • • • •

Place different letters in three different circles. Make a word using one letter from each circle. (Vary this by adding more circles or longer words by using one or two letters from each circle.)

V K



Ex. tug, rim, pay, boy.

• • • • • •

HOMOGRAPHS

A

Ask the learner to read sentences containing homographs (words which are spelled alike but have a different sound and meaning) to learn that context helps indicate the sound and meaning of certain words.

Wind the clock before bedtime.

The wind blew hard.

She had a big tear in her coat.

She had a big tear on her cheek.

They read the book last week.

They read a book every day.

He caught a big bass drum when it fell off the truck.

He caught a bass on his pole.

*If learner mispronounces the word (wind, tear, read, bass) but corrects it after reading further into the sentence, they are making use of context.

• • • • • •

SCRAMBLED SENTENCES

V A K

With this activity the learner is asked to scan and reconstruct sentences in which the word order has been re-arranged.

1. Door the open.
2. black was Volkswagen Mr. new Higgens'.
3. Day each bus ride we school the.

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Decoding

SIGHT WORDS V

The value of using and methods of teaching sight words are numerous! There is always a list (Dolch, Fry, social, etc.) to choose from. The following list is something different — especially for the adult learner.

This ADULT BASIC WORD LIST can be used as a spelling and writing reference for adult learners reading between the first and fifth grade level. It was compiled through a series of interactive language experience lessons using 22 adult learners. Words with an asterisk (*) were used 50 or more times. The others were used 5 - 10 times.

*a
about
after
again
airplane
*all
alone
along
also
always
*am
an
*and
any
anything
*are
around
as
ask
at
away

baby
back
bad
ball
baseball
basketball
*be
beach
beat
beautiful
*because
bed
been
before
being
best
better
Bible
big
bike
blue
boy
boyfriend
bring
brothers
bus
*but
buy
by

call
came
*can
can't
car
care
chance
child
children
Christmas
church
city
close
color
come
coming
cook
cooks
could
country

daddy
dancing
*day
days
dead
did
didn't
dinner
*do
does
doesn't
dog
doing
*don't
down
dream
dreams
drive

each
easy
eat
end
enjoy
enjoyed
every
everything

family
fast
favor
favorite
feel
feeling
few
fire
first
fishing
flowers
flying
food
football
*for
forget
friend
from
fun

gave
G.E.D.
*get
getting
girl
girls
give
*go
God
*going
*good
goodbye
got
grade
great

had
happiness
happy
hard
has
have
having
*he
head
heart
help
her
here
high
him
his
hobbies
hobby
holiday
holidays
home
*hope
hopes
house
houses
how
hurt
husband

*I
I'm
if
*in
into
*is
*it
it's

job
joy
July
just

keep
kind
*know

ladies
land
last
late
later
learn
leave
let
life
*like
likes
little
live
long
look
looking
Lord
lot
lots
*love

make
mama
man
married
math
may
*me
mean
meeting
memories
met
mind
miss
money
more
morning
most
mother
mother's
mountain
move
Mrs.
much
*my
myself

name
need
needs
neighborhood
neighbors
never
new
next
nice
night
no
not
now

*of
off
old
*on
*one
only
open
or
other
our
out
over
own

parents
party
*people
person
picnic
plan
play
played
playing
pretty
put

reach
read
reading
ready
really
red
relatives

rich
ride
right
running

safe
said
say
*school
see
*she
sister
sitting
skating
sky
small
*so
soccer
*some
someday
someone
something
sometimes
song
soon
special
sports
start
stay
still
stop
story
study

summer
Sunday
supper
swimming

take
talk
talking
teacher
team
tell
than
thanks
*that
that's
*the
their
them
then
there
these
*they
*thing
things
think
thinking
this
those
three
*time
tired
*to
today

together
told
too
top
trip
trouble
true
try
two

until
up
us
used

vacation
very

wait
*want
wanted
wants
*was
watch
watching
water
way
*we
week
weekend
well
went
were

what
*when
where
which
while
white
who
why
*will
wish
*with
women
won't
words
work
working
world
worries
worry
worst
*would
wouldn't
write

year
years
*you
your

This list is from the *Journal of Reading* (12/84) article "First Steps Toward an Adult Basic Word List" by Elaine G. Wangberg, Bruce Thompson, and Justin E. Levitov.

SYLLABICATION

Students that can read one-syllable words fairly well have probably mastered basic sight words and phonics. In phonics, one-syllable words are sounded out. Syllabication, however, focuses on breaking long words into syllables so that they can be read more easily. Syllabication also leads easily into work with roots, prefixes and endings (suffixes).

- A syllable is a word or part of a word which has one vowel sound.
- An open syllable is one which ends in a vowel sound. That vowel sound is usually long.
- A closed syllable is one which ends with a consonant. One vowel in a closed syllable is usually short.
- To decode or spell, it is helpful to divide words into syllables. The following is the R.S.V.P. system and some other ways of dividing words into syllables.

By listening, determine the number of syllables in a word. If there is more than one:

Locate the first vowel or vowel combination in a word. Count the number of consonants after that vowel and before the next vowel.

1. If there are two consonants, divide the syllables between those two consonants.

   ham mer les son pen cil san dal

   Because the first syllable is closed, the vowel sound is short.

2. If there is one consonant after the first vowel, divide the word immediately after that vowel.

   la bor ra cer pa per ho tel

   Because the first syllable is open, the vowel is long.

3. FLEXIBILITY RULE: Use the above rules to decode a word. Read the sentence. If the word doesn't make sense, try the rule that did not apply. For example:

   le mon and ca bin

   Sentences: I went to the store to buy a le mon. I live in a ca bin. These do not make sense. Try them the other way.

   lem on and cab in

   Now the sentences make sense.

4. When the word ends in -le, the -le takes the consonant immediately preceding the -le with that syllable.

   ta ble sta ple ri fle ca ble

   The schwa sound is an indistinct vowel sound in an unaccented syllable. It usually makes the sound "uh" or bridges the consonants surrounding it. A word can have more than one accented syllable which has a pure vowel sound.

5. Compound words: If there are two words in one, divide between the words.

   with out some one some where some day

6. Prefixes and suffixes: A prefix or suffix is its own word part.

   pre pay re run un sure fit ness cold er sure ly un like ly

   mis in for ma tion

7. Blends and digraphs: Treat blends and digraphs as single consonants for the purpose of breaking words into syllables.

   con trol com plete ham ster re place fur ther

ADD A WORD

V K

This variation of Scrabble can be played without a board.

Reinforces spelling; using new words.

Any number may play.

A chalkboard or large sheets of paper is needed

```
  D
  O
G O I N G
    U
    M
  T A B L E
    E
    R U N
```

The first person writes down a word. The longer the word, the easier it is for the other players. The next player writes a word using one of the letters in the first word, and so it goes.

The game is a little neater if it is played on a large crossword grid. As in Scrabble, a completed word grid can be used as the basis for students to construct crossword puzzles.

HIDDEN WORDS

V K

This is a puzzle game that teachers sometimes use around a holiday, but which can be used any time. It is intended for fun and reinforcement of spelling skills, rather than for learning new words.

Reinforcement of spelling, vocabulary, and pronunciation, looking up words in the directory.

Any number can play.

A chalkboard or a large sheet of paper is needed.

Write a simple holiday greeting or the name of a famous person on the board. These words are your "key words." If a letter appears once in the "key words" – for example, the "y" in Merry Christmas – it can be used only once in making up new words. If the letter appears more than once, such as the "r," it can be used just as many times as it occurs in the "key words."

Here are some of the words one class found in Merry Christmas:

rat, time, mat, this, marry, Christ, Mary, mass, hat, cat, sat, mime.

USING MUSIC V A

Most people like some sort of music. Choose a song that is easy to understand, has simple vocabulary, and is enjoyed by your learner.

Before your learner arrives, set up a CD (or tape) in the boom box with the selected song ready to go. Listen to the song two times. Instruct him to listen only and see how many words he could understand.

Write the words to the song in large letters on a piece of poster board. Play the song again. This time have him follow along on the poster (in silence) as you point to the words that are being sung.

Next, read aloud together the words to the song from the poster (no music). Then, play the tape once more, and read the poster as the music plays.

Finally, have him read the words from the poster by himself (no music).

Follow-up activities include his choosing words from the song to add to his sight vocabulary list; his making his own sentences using the same words; you creating cloze sentences for him using the vocabulary words; and cutting up the song into parts and having him put it back in the correct order. Depending on the song, your lesson and future lessons may go in many directions!

USING A CAMERA V K

Give the student a disposable camera to take home and take "significant" pictures during a week or two. Have the film developed and use the pictures in a variety of ways.

For example:

1. Student can put pictures in sequential order if appropriate. Create a time line.
2. Make a booklet with the snapshots, entitled "A Week (Month) in the Life of _____."
3. Write a paragraph or two about each picture.
4. Use items photographed for spelling and/or vocabulary development.

The list can go on and on. The important thing is that the student will have a significant relationship with the materials (photos).

USING A TAPE RECORDER A

A tape recorder can be a very useful tool in the tutoring session. It can be an intimidating tool also. Rapport should be established with the learner before it is introduced.

Uses:

1. To provide a chronology of a learner's progress. Record oral reading early in the tutoring time and do so periodically in the months spent together. Hearing oral reading improve can be motivational to a new reader. Just the spark that might be needed to continue when morale gets low.
2. To help detect oral reading miscues (mistakes).
3. Record the learner reading a passage. Reread the passage while listening to his voice on the recorder.

TACHISTOSCOPE (Zip Strip) V K

This is a learning tool, usually handmade, to help teach a single skill in an isolated situation, such as vowels in the middle of words, ending consonant sounds, three word phrases, suffixes, prefixes, word families, etc. One can be made from an apple pie wrapper from McDonald's or from an envelope. Seal an envelope. Cut off the top and bottom of the narrow ends. With the narrow ends at the top and bottom, cut a rectangular window on the front of it. (It may be easier to cut the window before sealing the envelope.) Then take a strip of paper a bit narrower than the width of the window and write on it the material you are working on. Feed it through the window so that one line at a time is visible.

IF A LEARNER CAN'T . . .

Hear sound differences

1. Teach sight vocabulary on flash cards. V
2. Teach families of words: V A

at	hat	rat	gnat
cat	sat	pat	scat
bat	mat	fat	flat
that			

3. Duet Reading - Tutor/student read the same passage aloud together. Student runs finger smoothly under words read. Do not stop to correct or teach, just read, for as long as it takes, 5 - 10 minutes per tutoring session. V A K
4. Word flash cards. Count the cards to show improvement. V
5. Teach words which will be used.
6. Build on words in words.
7. Use cloze exercises. Leave out words to be learned and demonstrate how the sentence shows the reader what is missing.
8. Use pictures to show words: V A K

   Move easily in left to right patterns.

   1. Turn book upside down.
   2. Provide reading quotes (use tachistiscope) word, line, paragraph.
   3. Use color coding - green for start, red for stop.
   4. Use the flash cards.

IF A LEARNER CAN'T . . .

Remember sight words

1. Use pictures to clue memory. V K
2. Build phonics skills.
3. Use tactile input
   A. Write the words in glue
   B. Trace them on sandpaper
   C. Teach finger spelling
   D. Use chalkboard and gross motor movement
4. Use the object to teach.
5. Involve all senses.
6. Use color, write each letter in a different color.

IF A LEARNER CAN'T . . .

Sound new words

1. Teach rhyme patterns. V A
2. Look for little words.
3. Teach prefix endings and meanings.
4. Emphasize Greek and Latin roots for SOUND AND MEANING.
5. Use context clues.

Appendices

LIFE SKILLS BUILD CONFIDENCE

1. To raise learners self-confidence, have the student teach you about something they know and enjoy. Both parties will be enriched by the experience. An awareness will probably change the teaching environment from that of tutor/learner to one of partners in education.

2. To make learners more comfortable outside the classroom, take a trip and make purchases that the student needs guidance on: a card at a card shop, a lunch at a restaurant, etc.

3. Help learners with "real life" problems by beginning each session with a question posed by the learner, e.g., measuring the width of insulation tape to fit around a screen door, making a grocery list, etc.

4. Use part of the tutoring session to do practical things, such as completing various forms for employment applications, paying bills, budgeting, and calling businesses to request information. All of this provides a very practical, goal-oriented environment in which to develop communications skills.

USING THE NEWSPAPER AS A TEACHING TOOL

The newspaper is the #1 reading material for adults! It is functional, easy to use, and versatile. Try some of these ideas.

Explore the LAYOUT of the entire newspaper, highlighting:

Editorial page	Classified ads	Comics
Grocery inserts	Travel section	Entertainment
Society page	Birth, death notices	Sports
Recipes, coupons	Charts, graphs	Advertisements
Front page		

LOOK and FIND:

Action words	Contractions	Context clues for unknown words
Letter combinations	Prefixes	Proper nouns
Punctuation marks	Suffixes	Silent letters
Syllables	Verbs	Vowel sounds (long and short)
Consonants	Blends	Capital letters

READ A HEADLINE - predict the story.
Read to discover if you were correct.
WRITE A HEADLINE into a complete sentence.

PREDICT WHAT A PICTURE is about before reading the caption.
MAKE A LIST of items seen in photographs.

READ AN ARTICLE - summarize it in one sentence.

WRITE a letter to the editor.

READ COMICS ALOUD, taking parts.
CUT COMIC STRIPS APART, rearrange in order.
Put comic strip titles in ALPHABETICAL order.
WHITE OUT the dialogue, make up your own.

MAKE A SHOPPING LIST, find prices.
Compare savings. Calculate total bill.

FIND FIVE THINGS FOR SALE. Put them in alphabetical order.

FIND THE WEATHER MAP. Discuss it together.

FIND SPORT TEAMS (cities) on a map.

FIND THE NEWS STORY in print that you heard or saw on TV.

FIND AND WRITE THE NAMES OF FIVE DIFFERENT CARS.

FIND A JOB you would like to have (or not like to have).

COMMERCIAL GAMES

Reinforcement of reading and math skills through the use of games that can be purchased or found on your shelves at home! Try one of the following for a change of pace!

Aggravation
Battleship
Boggle
Card Games
Checkers
Chess
Clue
Concentration
Connect Four
Dominoes
Life
Master Mind
Memory
Monopoly
Numbers Up
Othello
Payday
Perfection
Picture Pursuit
Puzzles
Qubic
Racko
Rook
Scrabble
Scrabble Jr.
Scattergories
Simon
Sorry
Stratego
Stay Alive
Trivial Pursuit
Tri-ominos
Up Words
Word Yahtzee
Yahtzee

Lite Brite
Etch A Sketch

These might be useful for the kinesthetic learner to reinforce an isolated spelling word, sound or word family.

CORRECTING POOR READING HABITS

WORD CALLING (slow, hesitant reading with little comprehension)

Word calling may be a result of nervousness, eye incoordination, or too much emphasis on perfection in oral reading. It also occurs when a learner has to stop and figure out words which should be a part of his sight vocabulary. Try these suggestions to help ease word calling.

1. Use easier reading material and more recreational reading.
2. Silent reading first, then oral reading.
3. Use dialogue stories where two people read.
4. Practice phrases.
5. Practice sight vocabulary.
6. Cover the page and have learner continue reading (increases eye-voice span).
7. Tachistoscope (zip strip drill).
8. Have learner read the part that answers a question.
9. Read into a tape recorder, then tell story in his own words.
10. Duet/support reading.
11. Use language experience approach which allows the learner to read as he speaks.

LABORIOUS SOUNDING OUT OF WORDS DURING ORAL READING

Sometimes the learner can sound out a word, but cannot blend. If sounding out is carried to extremes, very slow reading and lack of comprehension result. Try these suggestions.

1. Use easier material.
2. Stress use of context plus initial sounds to make a faster attempt at figuring out unknown words.
3. Use flash cards with words and phrases from the story before the story is read.
4. Stress sight vocabulary and phrases.
5. Use cloze exercises.

GUESSING AND WORD SUBSTITUTIONS

Do not interrupt if it makes sense. Afterward, ask the learner to go back and reread sentences with previous errors and to try for no errors. Ask questions which require him to reread sentences where errors occurred. Try these suggestions.

1. Use easier material.
2. Use shorter selections.
3. Practice phrases selected from story to be read.
4. Read silently first.
5. Ask comprehension questions after SILENT reading. Allow learner to ask for help with any word he cannot attack himself during silent reading.
6. Practice on sight vocabulary.
7. Encourage context clues and initial sounds to attack words.

HESITATIONS AND REPETITIONS

Pay close attention to hesitations. They usually indicate that the NEXT word is the one which is causing the difficulty. It could also be due to lack of sight vocabulary and skill with phonetic analysis. Try these.

1. Use easier material.
2. Practice phrases and sight vocabulary.
3. Call attention to the problem.
4. Read silently, then orally.
5. Tell story in the learner's own words.
6. Read, and then say it – exactly as the book without looking.
7. Duet/support reading.
8. Tape record his reading of selection and evaluate it together.

REVERSALS

1. Stress initial consonants.
2. Stress meaning.
3. Train left to right eye movement.
4. Tracing, writing and sounding words.
5. Covering word with a card and moving it slowly left to right.
6. Make initial letter green and final letter red.
7. Expose line of print a little at a time.
8. Arrow under the word.

POOR COMPREHENSION

1. SQ3R.
2. Use various types of questions — detail, factual, inference, main idea, etc.
3. Learn to state or write main idea or summary statement as BRIEFLY as possible.
4. Sequence.
5. Follow directions.
6. Build background experiences.
7. Cloze exercises.
8. Read maps, graphs, charts, tables.
9. Expand vocabulary meaning using synonyms, antonyms, idioms, etc.
10. Encourage faster silent reading.
11. Outlining.
12. Teach skimming to locate information.
13. Scrambled sentences.

LOSING PLACE

1. Follow the line with a card.
2. Easier material and larger print.
3. Have eyes checked (sometimes losing place is a symptom of poor eye function).

IGNORING PUNCTUATION

1. Discuss purpose of marks.
2. Take a breath at a period or comma.
3. Read with expression.

ORDINAL NUMBERS

1st first	20th twentieth	60th sixtieth
2nd second	21st twenty-first	70th seventieth
3rd third	22nd twenty-second	80th eightieth
4th fourth	23rd twenty-third	90th ninetieth
5th fifth	24th twenty-fourth	100th one hundredth
6th sixth	25th twenty-fifth	101st one hundred and first
7th seventh	26th twenty-sixth	102nd one hundred and second
8th eighth	27th twenty-seventh	200th two hundredth
9th ninth	28th twenty-eighth	300th three hundredth
10th tenth	29th twenty-ninth	400th four hundredth
11th eleventh	30th thirtieth	500th five hundredth
12th twelfth	31st thirty-first	600th six hundredth
13th thirteenth	32nd thirty-second	700th seven hundredth
14th fourteenth	33rd thirty-third	800th eight hundredth
15th fifteenth	34th thirty-fourth	900th nine hundredth
16th sixteenth	40th fortieth	1,000th one thousandth
17th seventeenth	41st forty-first	10,000th ten thousandth
18th eighteenth	42nd forty-second	100,000th one hundred thousandth
19th nineteenth	50th fiftieth	1,000,000th one millionth

CARDINAL NUMBERS

0 zero	25 twenty-five	500 five hundred
1 one	26 twenty-six	600 six hundred
2 two	27 twenty-seven	700 seven hundred
3 three	28 twenty-eight	800 eight hundred
4 four	29 twenty-nine	900 nine hundred
5 five	30 thirty	1,000 one thousand
6 six	31 thirty-one	2,000 two thousand
7 seven	40 forty	3,000 three thousand
8 eight	41 forty-one	4,000 four thousand
9 nine	50 fifty	5,000 five thousand
10 ten	51 fifty-one	6,000 six thousand
11 eleven	60 sixty	7,000 seven thousand
12 twelve	61 sixty-one	8,000 eight thousand
13 thirteen	70 seventy	9,000 nine thousand
14 fourteen	71 seventy-one	10,000 ten thousand
15 fifteen	80 eighty	11,000 eleven thousand
16 sixteen	81 eighty-one	12,000 twelve thousand
17 seventeen	90 ninety	13,000 thirteen thousand
18 eighteen	91 ninety-one	14,000 fourteen thousand
19 nineteen	100 one hundred	15,000 fifteen thousand
20 twenty	101 one hundred one	20,000 twenty thousand
21 twenty-one	102 one hundred two	50,000 fifty thousand
22 twenty-two	200 two hundred	100,000 one hundred thousand
23 twenty-three	300 three hundred	1,000,000 one million
24 twenty-four	400 four hundred	100,000,000 one hundred million

MONEY AND MONEY WORDS

$.01	1	one cent	a penny
$.05	5	five cents	a nickel
$.10	10	ten cents	a dime
$.25	25	twenty-five cents	a quarter
$.50	50	fifty cents	a half-dollar

$ 1.00	one dollar	a dollar bill	- one buck
$ 5.00	five dollars	a five dollar bill	- five bucks
$ 10.00	ten dollars	a ten dollar bill	- ten bucks
$ 20.00	twenty dollars	a twenty dollar bill	- twenty bucks
$ 50.00	fifty dollars	a fifty dollar bill	- fifty bucks
$ 100.00	one hundred dollars	a hundred dollar bill	- a hundred bucks
$1,000.00	one thousand dollars	a thousand dollar bill	- a thousand bucks

COMPUTATION

SIGN	PROCESS	PROCEDURE	EXAMPLE
+ plus	Addition	Add to find sum	1 + 1 = 2
- minus	Subtraction	Subtract to find difference	2 - 1 = 1
× times	Multiplication	Multiply to find product	2 × 3 = 6
divided by	Division	Divide to find quotient	6 ÷ 3 = 2

JOB ADVERTISEMENT ABBREVIATIONS

admin. - administration, administrative
adv. - advertising
advc. - advancement
agcy. - agency
a.m. - morning
appt. - appointment
asst. - assistant
ben. - benefits
bkgd. - background
bus. - business
clk. - clerk
co. - company
col./coll. - college
comm. - commission
cond. - condition
corp. - corporation
dept. - department
eqpt. - equipment
eves. - evenings
exc. - excellent
exp. - experience
ext. - extension
gd. - good
gen./genl. - general
grad. - graduate
hosp. - hospital
hdqtrs. - headquarters
hr. - hour
hrly. - hourly
h.s. - high school
incl. - includes/including
ind. - industrial
indiv. - individual
intvw. - interview
lic. - license
mach. - machine
mech. - mechanical
mfg. - manufacturing
mgmt. - management
mgr. - manager
mo. - month
nec. - necessary
ofc. - office
oppty. - opportunity
pd. - paid
perm. - permanent
ph. - phone
p.m. - afternoon
pref. - preferred
p.t. - part time
refs. - references
rel. - reliable
req. - required
sal. - salary
supvr. - supervisor
stdnt. - student
tech. - technical
temp. - temporary
trnee. - trainee
typ. - typing
typst. - typist
wk. - week
wkly. - weekly
w.p.m. - words per minute
xint. - excellent
yng. - young
yr. - year
yrly. - yearly

WRITING

"WRITING" can be a scary and unpleasant experience for many new readers. To help get over these feelings a new reader (with his tutor) could try these ideas . . .

1. LANGUAGE EXPERIENCE – Since a copy of the learner's story is written by the tutor, the learner just has to recopy it for positive reinforcement. All the writing has been done for the learner – a model has been made.

2. COPY FROM OTHER MODELS such as song lyrics, Bible verses, poems, sayings, recipes, letters, forms!

3. When the confidence of the learner grows, begin to encourage simple, short INDEPENDENT WRITING, perhaps just a sentence or two. Do not worry about spelling, punctuation, grammar, or sentence structure. Just write!

4. SENTENCE COMPLETION.

5. JOURNAL WRITING.

When a learner is ready for writing skills involving more advanced methodology, keep these steps in the WRITING PROCESS in mind.

PREWRITING

DRAFTING

REVISING

EDITING

FINAL DRAFT

SPELLING

Spelling is a lifelong process.

There are no quick fixes or easy tricks!

Be sure that your learner understands that reading and spelling are two different activities. One can read and not be a good speller. Spelling should not overshadow the reading process.

THE BEST WAY TO TEACH SPELLING IS FROM A WORD LIST.

If the words in the list are taken from the learner's needs, environment and vocabulary, the learning will have more meaning.

Begin to find words that your learner uses . . .

- words from his work
- words from his needs — job application, forms
- words from his hobby — fishing, woodwork, etc.
- words from his interests — church, school, organizations
- words from his environment

The word list will constantly be changing as words are learned and new ones are added.

Use the TEST
STUDY
TEST method of teaching spelling.

Give a PRE TEST on the list of words (5 - 10). If your learner can spell them, do not dwell on those.
STUDY the ones not known.
Then give a TEST.
Do not waste time teaching something your learner already knows!

STUDY METHOD

1. Copy the word correctly from the model.
2. Look at the word and say it.
3. Cover the word and write it.
4. Check your spelling with the model.
5. Cover the word and write it again.
6. Check the word.

REPEAT THIS PROCEDURE FOUR TIMES FOR EACH WORD.

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